

NATALIE G. OLINGHOUSE

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CURRENT TITLES

Associate Professor, Neag School of Education, Department of Educational Psychology,
University of Connecticut, Storrs, CT
Research Scientist, Center for Behavioral Research and Education, University of Connecticut,
Storrs, CT

EDUCATION

Ph.D.	Vanderbilt University	Special Education	2006
M.A.	Michigan State University	Curriculum and Teaching	1999
B.S.	Eastern Michigan University	Mental Impairment/Elementary Education	1990

AWARDS

Council for Learning Disabilities: "Must Read" Article of the Year	2014
Vanderbilt University: Peabody Graduate Honor Scholarship	2002-2006
Vanderbilt University: Harold Sterling Vanderbilt Graduate Scholar	2002-2005
Eastern Michigan University: Art Department Scholarship	1985-1986

PRIOR PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Educational Psychology, University of Connecticut, Storrs, CT	2008-2014
Assistant Professor, Department of Teacher Education, Michigan State University, East Lansing, MI	2006-2008
Research Assistant, Vanderbilt University, Nashville, TN	2002-2006
Special Education Teacher, Washtenaw County, Ann Arbor, MI	2001-2002
Assistive Technology Consultant, Livingston County, Howell, MI	2000-2001
Special Education Teacher, Pinckney Schools, Pinckney, MI	1993-2000
Varsity Soccer Coach, Concordia University, Ann Arbor, MI	1994-1996
Special Education Teacher, Ocala Schools, Ocala, FL	1990-1993

GRANTS AND CONTRACTS (funded)

Coyne, M., Kearns, D., Olinghouse, N., Simonsen, B., Freeman, J. (2015-2020). *National Center for Leadership in Intensive Interventions*. U. S. Department of Education, Office of Special Education Programs. (subcontract with Vanderbilt University). \$768,712.

Olinghouse, N. G., & Faggella-Luby, M. (January 2014-August 2014). *Providence Public Schools: 6-12 English Language Arts Curriculum*. Providence Public Schools, \$159,910.

Faggella-Luby, M., Olinghouse, N. G., & Coyne, M. (January 2013-December 2013). *Providence Public Schools: K-12 English Language Arts Curriculum*. Providence Public Schools, \$211,252.

- Olinghouse, N. G. (January 2013-May 2014). *Examining the Validity of Single-Genre, Holistically-Scored Writing Benchmark Assessments*. University of Connecticut, Office of Sponsored Programs, \$22,488.
- Coyne, M., Olinghouse, N. G., & Faggella-Luby, M. (2011-2012). *Providence Public Schools: K-12 English Language Arts Curriculum*. Providence Public Schools, \$163,917.
- Coyne, M., Olinghouse, N. G., & Faggella-Luby, M. (2010-2011). *Providence Public Schools: K-12 English Language Arts Curriculum*. Providence Public Schools, \$207,895.
- Troia, G., & Olinghouse, N. G. (2010-2015). *Alignment across K-12 Writing Standards, Assessments, Achievement, and Postsecondary Expectations: A State-by-State Analysis*. Institute for Education Sciences, \$1,632,437.
- Coyne, M., Faggella-Luby, M., & Olinghouse, N. G. (2009-2010). *Providence Public Schools: K-12 English Language Arts Curriculum*. Providence Public Schools, \$99,667.
- Olinghouse, N. G. (July 2009-June 2010). *Vocabulary: Genres differences in writing*. University of Connecticut, Office of Sponsored Programs, \$15,625.
- Olinghouse, N. G. (Feb. 2009-May 2009). *Exploring reading and writing connections in struggling readers*. University of Connecticut, Office of Sponsored Programs, \$1500.
- Troia, G., Olinghouse, N. G. & Certo, J. L. (2007-2008). *Growing writers: Teaching writing to elementary students of all abilities*. Michigan State University, Literacy Achievement Research Center, \$30,000.
- Olinghouse, N. G. (October, 2007-May, 2008). *Exploring reading and writing connections in struggling readers: A proposal to support undergraduates in research*. Michigan State University College of Education, \$4,000.
- Olinghouse, N. G. (June, 2007-August, 2007). *Accommodating diverse learners in literacy: Developing a hybrid course*. Michigan State University Department of Teacher Education, \$3,000.

PUBLICATIONS

Reports and Resources

- Casa, T., Firmender, J. M., Cahill, J., Cardetti, F., Choppin, J., Cohen, J., Cole, S., Colennese, M., Copley, J., DiCiccio, M., Dieckmann, J., Dorl, J., Gavin, M. K., Hebert, M., Karp, K., Labella, E., Moschkovich, J., Moylan, K., Olinghouse, N. G., Powell, S., Price, E., Pugalee, D., Fulwiler, B., Sheffield, L., & Zawadniak, R. (2016). Types of and purposes for elementary mathematical writing: Task force recommendations. Available at <http://mathwriting.education.uconn.edu/>.
- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. G. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

Journal Articles

- Troia, G. A., Olinghouse, N. G., Wilson, J., Stewart, K. A., Mo, Y., Hawkins, L., & Kopke, R. A. (in press). The Common Core writing standards: A descriptive study of content and alignment with a sample of former state standards. *Reading Horizons*.
- Wilson, J., Olinghouse, N. G., McCoach, D. B., Santangelo, T., & Andrada, G. N. (2016). Comparing the accuracy of different scoring methods for identifying sixth graders at risk of failing a state writing assessment. *Assessing Writing*, 27, 11-23.
- Troia, G. A., Olinghouse, N. G., Mo, Y., Hawkins, L., Kopke, R. A., Chen, A., Wilson, J., O'Shea, K. A. (2015). Academic standards for writing: To what degree do standards reflect evidence-based instructional practices and interventions? *Elementary School Journal*, 16, 291-321.
- Olinghouse, N. G., Graham, S., & Gillespie, A. (2015). The relationship of discourse and topic knowledge to fifth-graders' writing performance. *Journal of Educational Psychology*, 107, 391-406.
- Hayes, J. R., & Olinghouse, N. G. (2015). What cognitive models have to say about the Common Core State Standards in writing. *Elementary School Journal*, 115, 480-497.
- Wilson, J., Olinghouse, N. G., & Andrada, G. N. (2014). Does automated feedback improve writing quality? *Learning Disabilities: A Contemporary Journal*, 12, 93-118.
- Ya, M., Kopke, R. A., Hawkins, L. K., Troia, G. A., & Olinghouse, N. G. (2014). The neglected "R" in a time of Common Core. *The Reading Teacher*, 67, 445-453.
- Olinghouse, N. G., & Colwell, R. (2013). Preparing students with learning disabilities for large-scale writing assessments. *Intervention in School and Clinic*, 49(2), 67-76.
- Troia, G. A., & Olinghouse, N. G. (2013). The Common Core State Standards and evidence-based educational practices: The case of writing. *School Psychology Review*, 42, 343-357.
- Gillespie, A., Olinghouse, N. G., & Graham, S. (2013). Fifth-grade students' knowledge about writing process and writing genres. *Elementary School Journal*, 113, 565-585.
- Olinghouse, N. G., & Wilson, J. (2013). The relationship between vocabulary and writing quality in three genres. *Reading and Writing: An Interdisciplinary Journal*, 26, 45-65.
- Olinghouse, N. G., Zheng, J., & Morlock, L. (2012). State writing assessments: Inclusion of motivational factors in writing tasks. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 28, 97-119.
- Olinghouse, N. G., & Santangelo, T. (2010). Assessing the writing of struggling learners. *Focus on Exceptional Children*, 43 (4), 1-27.
- Santangelo, T., & Olinghouse, N. G. (2009). Effective writing instruction for students who experience writing difficulties. *Focus on Exceptional Children*, 42 (4), 1-20.
- Olinghouse, N. G. (2009). Writing assessment for struggling learners. *Perspectives in Language and Literacy, Summer*, 15-18.

- Olinghouse, N. G., & Leaird, J. T. (2009). The relationship between measures of vocabulary and narrative writing quality in second- and fourth-grade students. *Reading and Writing: An Interdisciplinary Journal*, 22, 545-565.
- Olinghouse, N. G., & Graham, S. (2009). The relationship between the writing knowledge and the writing performance of elementary-grade students. *Journal of Educational Psychology*, 101, 37-50.
- Olinghouse, N. G. (2008). Student- and teacher-level predictors of narrative writing competence of third-grade students. *Reading and Writing: An Interdisciplinary Journal*, 21, 3-26.
- Olinghouse, N. G., Lambert, W., & Compton, D. L. (2006). Monitoring children with reading disabilities' response to phonics intervention: Are there differences between intervention aligned and general skill progress monitoring assessments? *Exceptional Children*, 73, 90- 106.
- Compton, D. L., Olinghouse, N. G., Elleman, A., Vining, J., Appleton, A. C., Vail, J. & Summers, M. (2005). Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition. *Journal of Educational Psychology*, 97, 55-69.

Chapters in edited books

- Harris, K. R., Graham, S., Mason, L, McKeown, D., & Olinghouse, N. G. (in press). Self-Regulated Strategy Development in writing: A classroom example of developing executive function processes and future directions. In L. Meltzer, L. (Ed.), *Understanding executive functioning* (2nd ed.). New York: Guilford.
- Olinghouse, N. G., Zheng, J., & Morlock, L. (2014). State writing assessments: Inclusion of motivational factors in writing tasks. In B. Saddler (Ed.), *Motivating writers in class: Theory and interventions*. Routledge. (Reprinted from Olinghouse, N. G., Zheng, J., & Morlock, L. (2012). State writing assessments: Inclusion of motivational factors in writing tasks. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 28, 97-119.)
- Olinghouse, N. G., Santangelo, T., & Wilson, J. (2012). Examining the validity of single-occasion, single-genre, holistically-scored writing assessments. In E. van Steendam, M. Tillema, G. Rijlaarsdam, & H. van den Bergh (Eds.), *Measuring writing. Recent insights into theory, methodology and practices* (pp. 55-82). Leiden, Netherlands: Brill Academic Publishers.
- Olinghouse, N. G., & Wilson, J. (2012). Strategic, meaningful, and effective writing instruction for elementary students. In M. Hougen & S. Smartt (Eds.), *The fundamentals of literacy assessment and instruction* (pp. 205-224). Baltimore, MD: Paul H. Brooks Publishing.
- Olinghouse, N. G., Zheng, J., & Reed, D. M. (2010). Preparing students for large-scale writing assessments. In G. A. Troia, R. K. Shankland, & A. E. Heintz, (Eds.). *Putting writing research into practice: Applications for teacher professional development* (pp. 17-44). New York: Guilford.

- Olinghouse, N. G., Graham, S., & Harris, K. (2010). Evidence-based writing practices at the primary and secondary/tertiary level. In M. R. Shinn, H. Walker, & G. Stoner (Eds.), *Interventions for achievement and behavior in a three-tier model including RTI* (pp. 553-570). Bethesda, MD: National Association of School Psychologists.
- Compton, D. L., Elleman, A. M., Olinghouse, N. G., Lawrence, J., Bigelow, E., Gilbert, J.K., & Davis, G. N. (2009). The influence of in-text instruction on declarative knowledge and vocabulary learning in struggling readers: How IQ confounds the story. In R. K. Wagner, C. Schatschneider, & C. Phythian-Sence (Eds.), *Beyond decoding: The behavioral and biological foundations of reading comprehension* (pp. 46-71). New York: Guilford.
- Graham, S., & Olinghouse, N. G. (2009). Learning and teaching writing. In E. M. Anderman & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia* (pp. 564- 568). Detroit: Gale Cengage Learning.
- Graham, S., Olinghouse, N. G., Harris, K. R. (2008). Teaching composing to students with learning disabilities: Scientifically-supported recommendations. In G. Troia (Ed.), *Instruction and assessment for struggling writers*. New York: Guilford.
- Graham, S., Harris, K., & Olinghouse, N. G. (2006). Teaching effective writing strategies to students with executive function difficulties. In L. Meltzer, L. (Ed.), *Understanding executive functioning* (pp. 216-236). New York: Guilford.

PROFESSIONAL PRESENTATIONS

National and International

- Al Otaiba, S., Olinghouse, N. G., & Revas, B. (2016, October). *Small-scale research and publications*. Talk presented at the National Center for Leadership in Intensive Intervention Conference, Dallas, TX.
- Troia, G. A., & Olinghouse, N. G. (2016, February). *State writing standards and assessments as predictors of writing achievement: NAEP analysis*. Poster presented the 25th Annual Pacific Coast Research Conference, Loews Coronado Bay, San Diego, CA.
- Olinghouse, N.G., Jagaiah, T., & Santangelo, T. (2016, February). *Relationships between vocabulary, sentence and discourse measures across informative and persuasive genres*. Poster presented the 25th Annual Pacific Coast Research Conference, Loews Coronado Bay, San Diego, CA.
- Olinghouse, N. G. (October, 2015). *Multi-modal writing assessment within a multi-tiered system of supports*. Invited presentation at the International Dyslexia Association. Dallas, TX.
- Olinghouse, N. G., Troia, G. A., Wilson, J., & Stewart, K. (February, 2015). *Using a writing assessment framework to support the interpretation of writing assessment results*. Paper presented at the Pacific Coast Research Conference. Coronado, CA.
- Olinghouse, N. G., & Colwell, R. (October, 2014). *Preparing students with learning disabilities for large-scale writing assessments*. Invited presentation at the Council for Learning Disabilities Conference. Philadelphia, PA.

- Troia, G. A., & Olinghouse, N. G. (August 2014). *Academic standards for writing: To what degree do standards reflect evidence-based instructional practices and interventions?* Paper presented at the European Association for Research on Learning and Instruction: Writing Special Interest Group Conference. Amsterdam, The Netherlands.
- Olinghouse, N. G., Graham, S., & Gillespie, A. (August 2014). *The relationship of discourse and topic knowledge to fifth-graders' writing performance.* Paper presented at the European Association for Research on Learning and Instruction: Writing Special Interest Group Conference. Amsterdam, The Netherlands.
- Olinghouse, N. G. (March 2014). *It's not elementary: Preparing elementary school educators.* Invited panelist for Major Forum at the American Association of Colleges for Teacher Education Conference, Indianapolis, IN.
- Olinghouse, N. G., Wilson, J., O'Shea, K. A., Jagaiah, T., & Troia, G. A. (February 2014). *A framework to evaluate the writing assessment episode.* Paper presented at the International Society for the Advancement of Writing Research Conference, Paris, France.
- Troia, G. A., Olinghouse, N. G., Wilson, J., & O'Shea, K. A. (February 2014). *Content and alignment indices for writing standards and assessments.* Paper presented at the International Society for the Advancement of Writing Research Conference, Paris, France.
- Troia, G. A., & Olinghouse, N. G. (July 2013). *The relationship between Common Core Writing and Language Standards and evidence-based writing practices.* Paper presented at the Society for the Scientific Study of Reading Conference, Hong Kong, Hong Kong.
- Olinghouse, N. G., O'Shea, K. A., Wilson, J., & Troia, G. A. (April 2013). *Issues related to quantitative indices describing content standards.* Poster presented at the American Education Research Association Conference, San Francisco, CA.
- Olinghouse, N. G., & Santangelo, T. S. (April 2013). *Effective writing assessment.* Presentation at the Council for Exceptional Children Convention, San Antonio, TX.
- Olinghouse, N. G. & Troia, G. A. (March, 2013). *Evaluation and alignment: Common Core Writing/Language Standards.* Invited presentation at the Institute of Education Sciences Principal Investigator Conference, Washington, DC.
- Troia, G. A., & Olinghouse, N. G. (February, 2013). *The relationship between Common Core Writing and Language standards and evidence-based practices and writing theory.* Poster presented at The Pacific Coast Research Conference, San Diego, CA.
- Wilson, J., & Olinghouse, N. G. (February, 2013). *Does automated feedback help students improve writing quality?* Poster presented at The Pacific Coast Research Conference, San Diego, CA.
- Troia, G. A., Olinghouse, N. G., Wilson, J., O'Shea, K. A., Mo, Y., Hawkins, L., & Kopke, R. A. (October, 2012). *The Common Core Writing Standards: Implications for students with disabilities and their teachers.* Invited presentation for the 34th International Conference on Learning Disabilities, Austin, TX.

- Olinghouse, N. G., & Wilson, J. (July, 2012). *Single-genre writing classifications: What do we learn about writers?* Paper presented at the Society for the Scientific Study of Reading Conference, Montreal, Quebec, Canada.
- Wilson, J., & Olinghouse, N. G. (July, 2012). *The use of content vocabulary in writing across genres.* Poster presented at the Society for the Scientific Study of Reading Conference, Montreal, Quebec, Canada.
- Troia, G. A., Olinghouse, N. G., Wilson, J., O'Shea, K. A., Mo, Y., Hawkins, L., & Kopke, R. (April 2012). *The Common Core writing standards and state adoption: Are we moving in the right direction?* Paper presented at the American Education Research Association Conference, Vancouver, British Columbia, Canada.
- Olinghouse, N. G., Graham, S., & Gillespie, A. (February, 2012). *Content and discourse knowledge: Predictors of writing quality in fifth-grade students.* Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Gillespie, A., Graham, S., & Olinghouse, N. G. (February, 2012). *Fifth-grade students' knowledge about writing process and writing genres.* Poster presented at The Pacific Coast Research Conference, Coronado, CA.
- Wilson, J., & Olinghouse, N. G. (February, 2012). *The use of content vocabulary in writing across genres.* Poster presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., & Wilson, J. (July, 2011). *Vocabulary predictors of writing quality.* Paper presented at the Eighteenth Annual Meeting of the Society for the Scientific Studies of Reading, St. Petersburg, FL.
- Santangelo, T., & Olinghouse, N. G. (April, 2011). *Evidence-based writing instruction for students who struggle with writing.* Paper presented at the Council for Exceptional Children Conference, National Harbor, MD.
- Wilson, J., & Olinghouse, N. G. (April, 2011). *Vocabulary characteristics of fifth-grade struggling writers across three genres.* Poster presented at the Council for Exceptional Children Conference, National Harbor, MD.
- Olinghouse, N. G., Wilson, J., & Colwell, R. (February, 2011). *The relationship between vocabulary and writing quality across genres.* Paper presented at Writing Research Across Borders Conference, Fairfax, VA.
- Olinghouse, N. G., & Santangelo, T. (February, 2011). *Generalizability of writing scores: One or multiple genres?* Paper presented at Writing Research Across Borders Conference, Fairfax, VA.
- Santangelo, T. & Olinghouse, N. G. (February, 2011). *Writing assessment data: What inferences can we really make?* Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G. (April, 2010). *Influence of informational text reading on the written vocabulary of students with reading difficulties.* Poster presented at the Council for Exceptional Children Conference, Nashville, TN.

- Olinghouse, N. G. (February, 2010). *Readers and writers: Profiles of struggling students*. Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Coker, D., Olinghouse, N. G., & Ritchey, K. (July, 2009). *Scoring curriculum-based measurement in writing with correct word sequences: An analysis of error categories*. Paper presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading, Boston, MA.
- Olinghouse, N. G., & Colwell, R. (July, 2009). *Word choice: Understanding the relationship between vocabulary characteristics and writing quality in elementary students*. Poster presented at the Sixteenth Annual Meeting of the Society for the Scientific Studies of Reading, Boston, MA.
- Olinghouse, N. G., & Colwell, R. (2009, April). *Preparing students with learning disabilities for large-scale writing assessments: Research-based principles*. Paper presented at the Council for Exceptional Children Convention, Seattle, WA.
- Olinghouse, N. G. (2009, April). *Transferring domain knowledge from reading to writing in students with reading difficulties*. Poster presented at the Council for Exceptional Children Convention, Seattle, WA.
- Olinghouse, N. G. (2009, February). *Vocabulary: Intervention effects and predictors of informational writing quality*. Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., & Jimenez, L. (2008, December). *Transfer from reading to writing: How instruction in reading informational text changes report writing for students with reading difficulties*. Poster presented at the National Reading Conference, Orlando, FL.
- Olinghouse, N. G. (2008, July). *Modeling the writing development of second- and fourth- grade students*. Paper presented at the Fifteenth Annual Meeting of the Society for the Scientific Studies of Reading, Asheville, NC.
- Olinghouse, N. G. (2008, February). *Good writers always have a sharp pencil. The relationship between knowledge of writing and narrative writing quality in elementary students*. Paper presented at Writing Research Across Borders Conference, Santa Barbara, CA.
- Olinghouse, N. G. (2008, February). *Reading-writing connections: Furthering our understanding of transfer from reading to writing*. Paper presented at The Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G. (2007, October). *Transfer from reading to writing: How instruction in reading informational text changes report writing for students with reading difficulties*. Paper presented at The Learning Disabilities Worldwide Conference, Marlborough, MA.
- Compton, D. L., Bigalow, E., Olinghouse, N. G., Elleman, A., & Lawrence, J. (2006, March). *Isolating the effects of metacognitive instruction on the retention of declarative knowledge in struggling readers*. Invited presentation for The Behavioral and Biological Bases of Reading Comprehension Conference, The Florida Center for Reading Research, St. Petersburg, FL.

- Olinghouse, N. G. (2005, June). Identifying achievement gaps: Effects of student- and teacher-level characteristics on the narrative writing ability of third-grade students. Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Caffrey, E., Capizzi, A. M., & Olinghouse, N. G. (2005, April). *Longitudinal data analysis in special education research*. Poster presented at the Council for Exceptional Children conference, Baltimore, MD.
- Compton, D. L., Elleman, A., Olinghouse, N. G., & Lawrence, J. (2005, February). *Predicting struggling readers' response to comprehension instruction*. Paper presented at the Thirteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
- Olinghouse, N. G., Lambert, W., & Compton, D. L. (2004, June). *Designing a word recognition task within a response to intervention framework*. Poster presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.
- Compton, D. L., Olinghouse, N. G., Elleman, A. (2004, June). An evaluation of the effects of decoding, comprehension, and metacognitive instruction on reading comprehension gains in children who are poor readers. Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.
- Olinghouse, N. G., Capizzi, A. M., & Caffrey, E. (2004, April). *Evaluating a response-to-intervention approach for identifying students at-risk for reading failure*. Paper presented at the Council for Exceptional Children conference, New Orleans, LA.
- Compton, D. L., Olinghouse, N. G., Elleman, A., Vining, J., Appleton, A., Vail, J., & Summer, M. (2003, June). Transfer back on trial: Individual differences in the transfer of decoding skill gains to other aspects of reading acquisition in children with reading disabilities. Poster presented at the Tenth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Local and Regional

- Jagaiah, T., Olinghouse, N.G., Petsche, A., Wilson, J., & Stewart, K. (2016, April). *International tests of English language: Alignment between what is tested and what is evaluated*. Paper presented at the 48th Annual Meeting of the New England Educational Research Organization, Harborside, Portsmouth, NH.
- Howard, D., & Olinghouse, N. G. (2016, April). *IELTS and TOEFL: A comparison of writing tasks and evaluation criteria*. Poster presented at the 48th Annual Meeting of the New England Educational Research Organization, Harborside, Portsmouth, NH.
- Jagaiah, T., Wilson, J., & Olinghouse, N. G. (2014, October). *A critical examination of writing progress across diverse student groups using automated essay scoring systems*. Paper presented at the New England Psychological Association, Lewiston, ME.
- Olinghouse, N. G., & Santangelo, T. S. (October 2013). *Effective writing assessment*. Presentation at the Idaho Council for Exceptional Children Conference, Sun Valley, ID.

- Olinghouse, N. G., & Bollinger, A. (May, 2013). *Teaching elementary school students to be effective writers*. Invited presentation for the Mid-Atlantic Regional Education Laboratory, Lancaster, PA.
- Olinghouse, N. G. (November, 2012). *Writing assessment: Hows, Whens, Whys*. Invited presentation for The Center of Teaching and Learning Research to Practice Conference. Portland, OR.
- Olinghouse, N. G., Troia, G. A., Wilson, J., & O'Shea, K. A. (August, 2012). *Transition from Connecticut writing standards to Common Core: Implications for curriculum, teaching, and professional development*. Presentation at the Connecticut Assessment Forum, Cromwell, CT.
- Olinghouse, N. G., Wilson, J., & Neugebauer, S. (May, 2012). *Tiered supports for elementary settings*. Invited presentation for Northeast PBIS Leadership Forum. Cromwell, CT.
- Olinghouse, N. G. (November, 2011). *Writing assessment: Hows, Whens, Whys*. Invited presentation for The Center of Teaching and Learning Research to Practice Conference. Portland, OR.
- Wilson, J., & Olinghouse, N. G. (October, 2011). *Vocabulary characteristics of fifth-grade writers across three genres*. Paper presented at the 42nd Northeastern Educational Research Association Conference. Rocky Hill: CT.
- Olinghouse, N.G. (2010, October). *Writing assessment to guide instruction*. Invited presentation for The Reading Institute, Williamstown, MA.
- Olinghouse, N. G. (2008, December). *Writing assessment, instruction and intervention in a RtI framework*. Keynote Speaker at 2008 Arizona RtI State Conference, Phoenix, AZ.
- Faggella-Luby, M., Olinghouse, N. G., & Coyne, M. (2008, October). *How do I know if they are getting it? Measuring student responsiveness to reading and writing instruction*. Presentation at University of Connecticut, Neag Education's Assessment Colloquium, Storrs, CT.
- Olinghouse, N. G. (2008, August). *Thinking about reading and writing connections: Research to practice*. Invited presentation at Arkansas' Statewide Reading First Conference, Little Rock, AR.
- Olinghouse, N. G. (2008, August). *Reading and writing connections: Research to practice*. Keynote speaker at Michigan's Statewide Reading First Conference: Reading/Writing Connections Strand, Lansing, MI.
- Olinghouse, N. G. (2008, March). *Legislation and Advocacy: Reading and Writing Connections*. Panel at Michigan Reading Association Conference, Detroit, MI.
- Olinghouse, N. G. (2007, November). *Exploring reading and writing connections*. Invited presentation at Michigan's Reading First Facilitator Training. Lansing, MI.
- Olinghouse, N. G., Zheng, J., & Morlock, L. (2007, October). *How do states measure writing performance? An analysis of current assessment programs across the nation*. Presentation made at the Literacy Achievement Research Center Symposium, East Lansing, MI.

- Olinghouse, N. G. (2007, July). *Exploring reading and writing connections*. Invited presentation at Michigan's Reading First conference, Dearborn, MI.
- Olinghouse, N. G. (2007, March). *Exploring reading and writing connections*. Invited presentation at Michigan Reading Association pre-conference, Grand Rapids, MI.
- Olinghouse, N. G. (2007, February). *Reading and writing connections: Exploring transfer from informational text to report writing for students with reading difficulties*. Invited presentation for Literacy Colloquium, Michigan State University, East Lansing, MI.
- Olinghouse, N. G. (February, 2005). Identifying achievement gaps: Effects of student- and teacher-level characteristics on the narrative writing ability of third-grade students. Paper presented at Vanderbilt's Tenth Annual Graduate Student Research Day, Nashville, TN.

Media

- What works in writing instruction. *Education Week Teacher*. October 30, 2013. Available at: http://www.edweek.org/tm/articles/2013/10/30/fp_laud.html
- Improving K-12 writing standards: What will it take? *Education Futures Emerging Trends and Technologies in K-12*. October 23, 2013. Available at http://blogs.edweek.org/edweek/education_futures/2013/10/improving_k-12_writing_standards_what_will_it_take.html?
- Common Core will not fix K-12 writing failure. *Examiner Online*. October 13, 2013. Available at <http://www.examiner.com/article/common-core-will-not-fix-k-12-writing-failure>
- New approach urged for abysmal K-12 writing instruction. *Fox 47 News*. October 11, 2013. Available at <http://www.fox47news.com/news/wearespartans/New-Approach-Urged-for-K-12-Writing--227381261.html>
- Guidance needed on strategies for teaching Common Core, study says. *Inside School Research*. October 10, 2013. Available at http://blogs.edweek.org/edweek/inside-school-research/2013/10/evidence-based_teacher_develop.html?
- States face challenges to improve writing standards. *Neag School of Education Spotlight*. May, 2012. Available at: <http://spotlight.education.uconn.edu/2012/states-face-challenges-to-improve-writing-standards/>
- States face challenges to improve writing standards. *Michigan State University News*. April 17, 2012. Available at: <http://edwp.educ.msu.edu/news/2012/states-face-challenges-to-improve-writing-standards/>
- Why are a growing number of American student not proficient in writing? *1320 WILS*. April 19, 2012. Available at: [http://www.webwiseforradio.com/site_files/368/File/4-19-12_Troia%20&%20Olinghouse%20\(4th\).mp3](http://www.webwiseforradio.com/site_files/368/File/4-19-12_Troia%20&%20Olinghouse%20(4th).mp3)
- The Write Stuff. *Battle Creek Enquirer*, January 20, 2008. Available at: <http://www.battlecreekenquirer.com/apps/pbcs.dll/article?AID=2008801200315>
- Test-stressed out: Strategies for improving attitudes, scores. *Education Week*, March, 2007. Available at: http://www.educationworld.com/a_admin/admin/admin488.shtml.

PROFESSIONAL SERVICE

Editorial and Executive Boards

<i>Elementary School Journal</i> Editorial Review Board	2012-2016
<i>Council for Exceptional Children, Division of Learning Disabilities</i> Membership Chair	2011-2014
<i>Reading and Writing Quarterly</i> Editorial Review Board	2010-2013
<i>Exceptional Children</i> Editorial Review Board	2007-2010

Expert Panels, Task Forces, and Technical Review Committees

<i>Future Directions for Writing Research at the Secondary Level</i> , Technical Working Group Member (Convened by the Institute of Education Sciences)	2016
<i>A Task Force on Conceptualizing Elementary Mathematical Writing</i> , Task Force Member (Funded by the National Science Foundation)	2015 2015 2013
<i>C-SAIL Instrument Development</i> , Expert Panel Member (Funded by the Institute of Education Sciences)	
<i>Texas Education Agency</i> , Expert Panel Member for Response-to-Intervention state guidance document	
<i>U.S. Department of Education Institute of Science</i> , Expert Panel Member, Teacher Elementary School Students to be Effective Writers Practice Guide	2010-2012
<i>National Center on Response to Intervention</i> , Technical Review Committee: Instructional Interventions	2009-present

Ad hoc Reviews

Conferences	2014
Council for Exceptional Children, 2015 Conference Submissions	
Council for Exceptional Children, 2014 Division of Learning Disabilities Student Poster Session Submissions	

Journals	2013
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Assessment for Effective Intervention
Journal of Experimental Child Psychology
Journal of Writing Research
Research on the Teaching of English

Conferences
Division of Learning Disabilities Student Poster Session

Textbooks
Textbook proposal reviewer: Routledge Publishers

Websites
Doing What Works: Elementary Writing Practice Guide

Grants 2012
National Institute for Child Health and Human Development—Learning
Disabilities Innovation Hubs

Journals
Early Childhood Research Quarterly
Educational Researcher
Elementary School Journal
Reading and Writing: An Interdisciplinary Journal

Conferences
Society for the Scientific Study of Reading, 2013 Conference Program
Committee
Council for Exceptional Children, 2012 Division of Learning Disabilities
Student Poster Session Submissions

Grants 2011
Central Michigan University Early Career Investigator Grant Program

Journals
Elementary School Journal
Reading and Writing: An Interdisciplinary Journal

Conferences
Society for the Scientific Study of Reading, 2013 Conference Program
Committee

Journals 2010
Annals of Dyslexia
Elementary School Journal
Exceptional Children
Reading and Writing: An Interdisciplinary Journal

Conferences
Society for the Scientific Study of Reading, 2011 Conference Program
Committee

Grants 2009
Standard Research Grants program of the Social Sciences and Humanities
Research Council of Canada

Journals
Annals of Dyslexia
Behavioral Disorders
Elementary School Journal

Conferences
Council for Exceptional Children, 2010 Conference Submissions
Society for the Scientific Study of Reading, 2010 Conference Program
Committee

Journals 2008

Annals of Dyslexia
Elementary School Journal
Language, Speech, and Hearing Services in Schools

Textbooks

Textbook reviewer: *Guilford Publishers*
Textbook proposal reviewer: *Guilford Publishers*

Conferences 2007

American Education Research Association, 2008 Conference Submissions

Journals 2006

American Education Research Journal
Educational Evaluation and Policy Analysis
Exceptional Children

Other Professional Service

Consultant: Connecticut State Education Resource Center, Development of
SBRI Case Study 2009

Consultant: Connecticut Department of Education, Revision of Writing
Worksheet for Connecticut Learning Disability guidelines

Co-chair and session organizer for Division C, Section 1, American Educational
Research Association 2008 Conference, New York, NY 2008

Organizational Memberships

American Education Research Association
Division H: Research, Evaluation, and Assessment in Schools
Council for Exceptional Children
Division of Research
Division for Learning Disabilities
International Society for the Advancement of Writing Research
Society for Research on Educational Effectiveness
Society for the Scientific Studies of Reading (Voting Member)

INSTRUCTION and ADVISING

Ph.D. Dissertation Chairs

Joshua Wilson Educational Psychology: Special Education 2014
Dissertation: *Screening and Instructional Diagnosis of Struggling Writers: Which Scoring
Methods are Most Effective?*
Council for Exceptional Children—Division of Research Doctoral Student Scholar
Council for Exceptional Children—Division of Research Student Research Award

Sally Educational Psychology: Special Education 2014
Drew

Dissertation: *Teaching Writing in Science Grades 6-12: A National Survey*
Council for Exceptional Children—Division of Research Doctoral Student Scholar

Ph.D. Dissertation Committees

Andrew Petsche Educational Psychology: School Psychology 2016
Dissertation: *The Effect of Yoga on Attention in Students Diagnosed with ADHD*

Ryan Colwell Curriculum and Instruction 2014
Dissertation: *Writing Like Authors: How Children's Literature Shapes Instruction and Composition in a Fifth-Grade Writing Workshop*

Christina Civetelli Educational Psychology: School Psychology 2011
Dissertation: *A systematic investigation of program differentiation within a kindergarten reading intervention study: The importance of accounting for implementation across conditions*

INSTRUCTION

Courses at University of Connecticut

EDCI 4110W Introduction to the Teaching of Reading and Writing in Elementary School
(Undergraduate)
EPSY 5094 Literacy Supports Practicum (Graduate)
EPSY 5115 Writing Supports for Students with Learning Difficulties (Graduate)
EPSY 5116 Individual Student Assessment (Graduate)
EPSY 5116a Current Trends and Issues in Special Education Assessment (Graduate)
EPSY 6194 Doctoral Seminar: Introduction to Academic Writing (Ph.D.)

Courses at Michigan State University

TE 402 Crafting Teaching Practice: Language Arts (Undergraduate)
TE 842 Advanced Methods of Elementary School Reading (Masters)
TE 846 Accommodating Difference in Literacy Learners (Masters)
CEP 912 Psychological and Cognitive Aspects of Literacy (Ph.D.)

Courses at Vanderbilt University

SPED 3900 Advanced Readings in Special Education: Reading and Writing Instruction
(Masters)